

CYFAR

Children, Youth, and Families
At Risk Program



2004 Annual Report

<http://www.csrees.usda.gov/cyfar>

Fiscal year 2004 presented challenges to youth and family professionals in this country. Congress reduced the Children, Youth, and Families at Risk (CYFAR) budget by 10% requiring CYFAR project staff to respond with creativity and commitment given the reality of tightened university and county budgets. **By year end, they successfully involved 54,819 youth and parents in educational programs in 185 community sites!**

As the war increased deployments of National Guard and Reserve, State 4-H Military Liaisons stepped forward and worked with Army Child and Youth Services, and National 4-H Headquarters to develop a coordinated response. **Operation: Military Kids** was created in a few months, rolled out by 4-H and Army teens at National 4-H Conference, and featured at the 2004 CYFAR Conference. CYFAR project staff sought out youth and families in their own communities challenged by deployment. CYFERnet responded with new Web resources and trainings for professionals working with military youth and families.

The year has been marked by increased emphasis on integrating CYFAR programs and participants into ongoing Extension programs — insuring sustainability and increasing impact. Unnecessary barriers are being removed creating stronger and more enduring partnerships which are critical in sustaining CYFAR community programs. CYFAR programs have also integrated technology at community sites and leveraged CYFAR funded computers by a factor of six.

CYFERnet continues to provide a model for intellectual collaboration with multiple universities contributing faculty resources and training focused on the needs of CYFAR participants. CYFERnet staff is working with **eXtension** to insure inclusion of human sciences and lessons learned from 10 years of CYFERnet program, evaluation, and technology experience. CYFERnet Editorial Boards wrote principles and strategies for national CYFAR outcomes, and CYFAR is positioned to begin its fourth cycle of funding, delivering outstanding programs that involve and educate limited-resource families and at risk youth.

The CYFAR data site <http://www.csrees.usda.gov/nea/family/cyfar/cyfar.html> summarizes four years of data that demonstrates significant impact on the children, youth, and families CYFAR serves across the United States. Please review this report and share it with people in your states who share the CYFAR vision for American families and communities in which children and youth lead positive, secure, and happy young lives while developing the skills, knowledge, and competencies necessary for fulfilling, contributing adult lives.

Sincerely,

Sharon K. B. Wright
National Program Leader, Families, 4-H, and Nutrition
Cooperative State Research, Education, and Extension Service
U.S. Department of Agriculture

CYFAR

Children, Youth,
and Families
At Risk
Program

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Montana

Children, Youth, and Families At Risk Annual Report

Through an annual Congressional appropriation for the National Children, Youth, and Families at Risk (CYFAR) Program, Cooperative State Research, Education, and Extension Service (CSREES) allocates funding to land-grant university extension services for community-based programs for at-risk children and their families. Since 1991, CYFAR has supported programs in more than 600 communities in all states and territories. State and local public and private organizations have contributed cash and in-kind resources that match or exceed the federal appropriation. The CYFAR Program is based on research on effective programs for at-risk youth and families and on the human ecological principle of working across the lifespan in the context of the family and community. To assure that critical needs of children and families are met, CYFAR supports comprehensive, intensive, community-based programs developed with active citizen participation in all phases. CYFAR promotes building resiliency and protective factors in youth, families, and communities. CYFAR also supports a system of technical assistance and training for the community and university faculty who conduct CYFAR programs.

This report is a brief summary of CYFAR Accomplishments in 2004. For complete CYFAR data, use the “CYFAR Public Data site” link on the CYFAR Web site: <http://www.csrees.usda.gov/cyfar>.

CYFAR 2004 Program

State CYFAR Projects develop community-based programs for at-risk children and families and enhance Extension capacity statewide to serve this audience. In 2004, CYFAR projects in 44 states supported community programs in 185 sites. A total of 53,819 youth and adults participated in these CYFAR programs.

Highlights in 2004:

- Total numbers of CYFAR program participants increased to 53,819 from 48,654 in 2003.
- 53% of participants are Black or African American and Other Races
- 70% of participants are youth in grades K-12
- An increase in participants in grades 7-12 from 21% to 28% since 2003
- Hispanic participants decreased from 16% to 10% since 2003
- Hispanic staff increased from 9% to 10% since 2003

Alabama

“Beginning Education Early and Healthy: Strengthening Rural Alabama Families”
Ellen Abell, eabell@auburn.edu
Francesca Adler-Baeder, adlerfr@auburn.edu
Kathleen Tejeu, ktajeu@aces.edu

Alaska

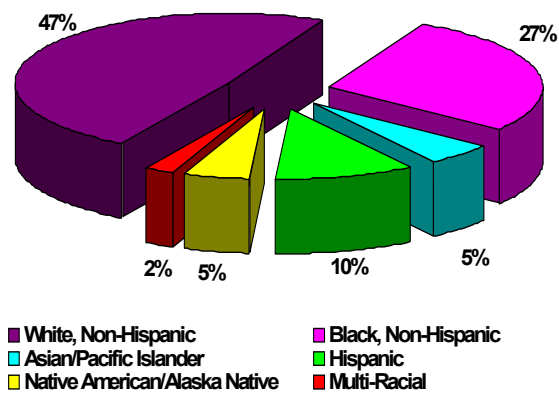
“Community Collaboration for Children, Youth & Families of Alaska’s Military Services”
Peter Stortz
ffpjs@uaf.edu

Arizona

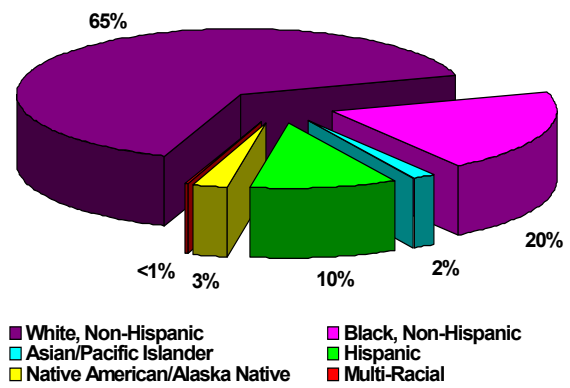
“The Arizona Agenda II: Youth, Families, and Communities”
Sherry C. Betts
sbetts@ag.arizona.edu

- Asian Pacific participants increased from 1% to 9% since 2003
- Asian Pacific staff decreased from 8% to 2% since 2003
- Work of 346 staff in the community programs was bolstered by work of 4,108 volunteers
- Volunteers contributed over 86,190 hours

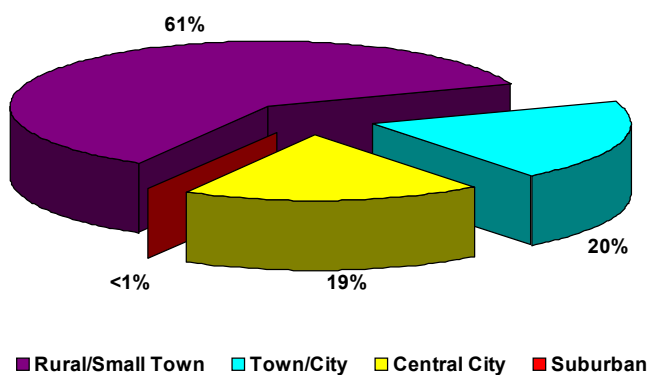
Population Served by Race/Ethnicity



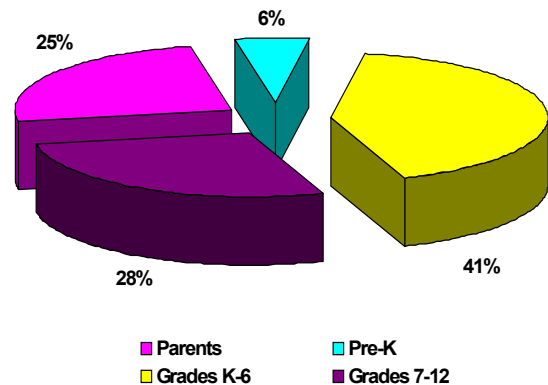
Staff by Race/Ethnicity



Population Served by Location



Participants by Age



Arkansas

“Family and Community Connections”

Steven A. Dennis
sdennis@uaex.edu
Wallace Goddard
wgoddard@uaex.edu

California

“Project PITCH - Partners Investing in Teens’ and Children’s Health”

Mark Braverman
mtbraverman@ucdavis.edu

Colorado

“Colorado Organizing for Children, Youth, and Families at Risk”

Jan Carroll
jan.carroll@colostate.edu

The strategies that community based projects employ to reach vulnerable audiences vary according to local needs and assets. Year end reports for 2004 indicate that 97 of the projects deliver through Hands on Learning, 89 through after school programs and 76 through 4-H clubs.

Leadership, communication, social competence, personal development, and healthy lifestyles are the most frequently reported youth program content areas. Following closely behind are community service, computer skills and technology and citizenship. Top program content areas for adults were parent education, family development, and health.

In 2004, the 201 CYFAR-funded computers were matched with 1,314 computers funded by other sources. The CYFAR projects trained 8,990 youth, adults, and staff in computer and Internet technology. While CYFAR funded fewer computers than in previous years, more youth and adults were provided technology training.

CYFAR Budget 2004

Eighty percent of the \$7,236,730 CYFAR program budget directly funded New Communities and State Strengthening Projects in 44 states. Educational programs for more than 53,819 youth and families were implemented in 185 sites across the country. States matched their CYFAR grants with a minimum of \$2,200,000.

The remaining 20% of the 2004 CYFAR budget provided a wide selection of support to CYFAR community and university staff and programs. Nine percent of the CYFAR budget was used for CYFERnet Program; Technology; Evaluation; and Extension Cares. Professional development offerings — CYFAR 2004 Conference, CYFAR Orientation, and 4-H 101 for CYFAR and military staff used 7% of the CYFAR budget. Three percent of the budget provided six CYFAR Liaisons to provide technical assistance to all the CYFAR programs and the CYFAR peer review process and annual report account for the remaining less than 1%.

Connecticut

“New Communities - New
Connections ”
Harry Mangle
harry.mangle@uconn.edu

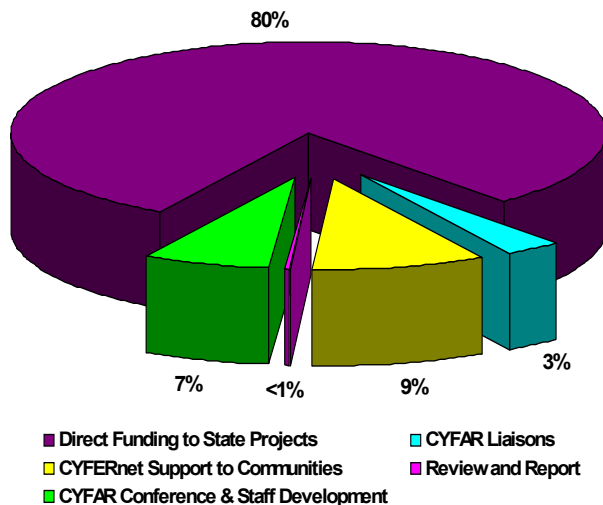
Delaware

“Project SUCCESS”
Mark Manno
mmanno@udel.edu

Florida

“Florida After School Enrichment
Project”
Millie Ferrer
ferrer@mail.ifas.ufl.edu

2004 Budget Breakdown



\$ 5,800,171 CYFAR Grants to States
 \$ 506,500 CYFAR 2004 Conference & Staff Development Trainings
 \$ 676,583 CYFERnet
 \$ 234,250 CYFAR Liaisons
 \$ 19,226 Project Review & Annual Report

\$7,236,730 TOTAL CYFAR BUDGET

1890 and 1994 CYFAR Collaborations

While 1890 and 1994 institutions are not eligible to apply for CYFAR (3d) grants, 1862 institutions are encouraged to collaborate with them. Supplementary funds have been added to the original CYFAR grants for collaborations with North Carolina A&T, Haskell Indian Nations University (KS), South Carolina State University and West Virginia State University. The 1862 institutions in the states below have collaborations with their 1890 counterparts as part of their CYFAR grant:

AL - Tuskegee (Macon County)
 GA - Fort Valley State University
 MO - Lincoln University
 MT - Rocky Boy Reservation
 ND - Standing Rock Indian Reservation
 & Sitting Bull Tribal College
 TX - Prairie View A&M

AZ - Hardrock Reservation
 LA - Southern University
 MS - Alcorn State University
 NV - Duck Valley Indian Reservation
 OK - Cherokee Nation
 TN - Tennessee State University

Georgia

"Georgia Strong Families/Strong Communities"
 Don Bower
 dbower@uga.edu

Hawaii

"Networking, Collaborating and Partnering for Effective Family and Community Programs"
 Carol S. Ikeda
 ciked@hawaii.edu

Idaho

"Developing Workforce Preparation and Leadership Skills Through Technology"
 Arlinda K. Nauman
 anauman@uidaho.edu

National CYFAR Outcomes

CYFAR programs coordinate Land Grant University resources to develop and deliver educational programs that equip limited resource families and at risk youth to lead positive, productive, contributing lives. The programs featured below exemplify success in each of the five national outcome areas.

1. EARLY CHILDHOOD

Children will have their basic physical, social, emotional, and intellectual needs met. Babies will be born healthy.

Lea County Home Visitation Program

Hobbs, New Mexico

Cynthia Egans, Sarah Harrington, Libbie Plant, Diana S. Del Campo

<http://www.nmcyfar.org/>

The Lea County Extension Office conducts a home visitation program for parents before the baby is born and during the baby's first year of life. Goals of the program are to help participants reach family goals, gain knowledge of prenatal care, postpartum care, infant care, parenting skills, life skills, child development stages, and child abuse prevention. Mothers in the home visitation program were 43% teens, 43% aged 22-25, and 14% aged 46. 50% were Hispanic, 40% were Anglo, and 10% were African American. 72% were married; 60% were receiving Medicaid and 20% reported having been sexually abused. A case study of one client showed that the physician in charge of her baby's birth gave credit to the home visitation program for the client's ability to give birth without complications.

2. SCHOOL AGE (K-8)

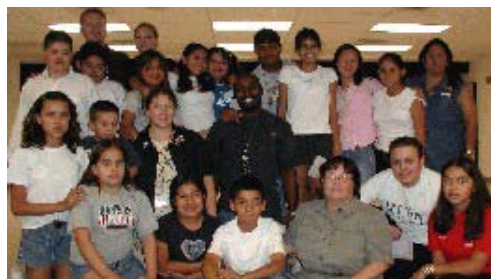
School age youth will demonstrate knowledge, skills, attitudes and behavior necessary for fully contributing lives.

Project SOAR Mentoring Program for Youth

Galveston Elementary School, Arizona

Janice Gibby, Curt Peters, Juanita Waits, Sherry C. Betts

<http://www.ag.arizona.edu/maricopa/soar/>



Project SOAR Mentors & Mentees

Illinois

"Building Extension Capacity and Adding Strengths in Local Communities in Illinois"

Geraldine Peeples

peeples@uiuc.edu

Alvin Zwilling

azwillin@uiuc.edu

Indiana

"Family Community Partnership"

Renee K. McKee

rmckee@purdue.edu

Iowa

"Strengthening Iowa Communities for At-Risk Children, Youth, and Families"

Jane Ann Stout

janeann@iastate.edu

Don Broshar

dbroshar@iastate.edu

Project SOAR matches elementary school students, grades 5 and 6, with community college and high school student mentors to promote academic success. Based on evaluation data from Project SOAR mentoring program, teacher assessment of student behavior indicated a statistically positive improvement in completing homework, good use of classroom time, and respecting rules. Students also showed growth in mathematics, reading, and writing based on analysis of quarterly grades.

3. TEENS

Teens will demonstrate knowledge, skills, attitudes, and behavior necessary for fulfilling contributing lives.

Strengthening Youth and Families Through Entrepreneurial Enterprise Development

Bexar County, Texas

Sunny Ewing, Patrice M. Hertzock-Barnes,

Karsten Pearce, Pamela J. Brown

<http://tteem.tamu.edu/>



T-TEEM Participants show off their entrepreneurial skills at the Bexar County Fair

Texas Teens Explore Entrepreneurial Minds (T-Teems) partners the 1862 and 1890 institutions, Texas Cooperative Extension and Prairie View A&M University-Cooperative Extension Program, both of the Texas A & M University System. The mission to the Youth Entrepreneurship Program in Bexar County is to get students involved in the real world of business as rapidly as possible, so the natural rewards of earning money become a built-in incentive for more in-depth study of business and entrepreneurship. The dedication and belief in the potential of T-TEEM resulted in more than 130 youth participants in the project.

4. PARENTS/FAMILIES

Parents will take primary responsibility for meeting their children's physical, social, emotional, and intellectual needs and provide moral guidance and direction. Families will promote positive, productive, and contributing lives for all family members.

Program for Hispanic Families: Working Together for a Bright Horizon; Programas para Familias Hispanas: Trabajando Juntos para un Horizonte Brillante

Bedford County, Tennessee

Whitney Danhoff, Christina Martinez, Lydia Rodriguez, Matt Devereaux

<http://www.utextension.utk.edu/fcs/>

Kansas

"New Communities Project - Kansas Teen Leadership for Physically Active Lifestyles"
Elaine Johannes
ejohanne@oznet.ksu.edu

Kentucky

"Building Family-based Assets for Health and Wellness in Kentucky"
Janet Kurzynske
jkurzyns@uky.edu

Louisiana

"Collaboration for After-School Education (CASE)"
Deborah L. Hurlbert
dhurlbert@agcenter.lsu.edu

The Program for Hispanic Families works with families on everyday living skills. This includes helping Hispanic residents to navigate public assistance systems, medical systems, legal systems, and referrals to other organizations for clothing and food assistance and job placement services. The program assisted 180 families with parent-school communications, and teachers received help with written communications (forms, letters, etc.) particularly at the beginning of the school year.



Children participate in the Tennessee Conquist Day Camp.

5. COMMUNITIES

Communities will provide safe and secure environments for families with children.

Building Community Strengths in Montana

Rocky Boy Indian Reservation

Peggy E. Riotutar-Aquino, Mary R. St.Pierre,

Millie Veltkamp, Sandra J. Bailey

http://www.montana.edu/wwwhd/ncp_grant/index.htm

Building Community Strengths in Montana is designed to provide limited resource youth and adults with technology skills to bridge the digital divide and life skills needed to be workforce ready, enrich family life, and be contributing community members. Statewide capacity is being built as the Rocky Boys site has expanded their 4-H programming, increasing the number of youths participating as well as incorporating culturally relevant projects into the program.



Building Community Strengths in Montana builds technology skills to help bridge the digital divide.

Maine

“Building Community Capacity in Maine ”

Judith A. Graham

jgraham@umext.maine.edu

Maryland

“Community Youth Connections ”

Kendra Wells

klwells@umd.edu

Massachusetts

“Expanding 4-H Youth Development in Massachusetts Communities”

Karen J. Barshefsky

karenb@umext.umass.edu

Technical Assistance to CYFAR Programs

CYFERnet

CYFERnet-Program

Project Directors: Janet Kurzynske and Wendy Stivers, University of Kentucky; Project Manager: Kerri Ashurst, University of Kentucky.

Editors: Susan Jakes, North Carolina State University; June Mead, Cornell University; Bill Evans, University of Nevada-Reno; Maureen Toomey, University of Idaho; Lesia Oesterreich, Iowa State University; Healthy People, Healthy Communities (HPHC) Editor – Polly West, Auburn.

The CYFERnet-Program team and editorial boards continued to provide technical assistance and resources to CYFAR programs as well as other users through a variety of strategies. The program team added new resources to the CYFERnet web site, monitored dead link sites and responded to general public user questions about resources. Over 1,919 new resources were reviewed and juried, and 1,651 resources were posted to CYFERnet. Focus groups involving CYFAR personnel from throughout the country delineated needed improvements, redesigns to the web site, and additional content areas in the database that needed to be added to or improved. The listing of current and archived Hot Topics on the web site was an effective means of offering timely research-based information on subjects of wide-spread interest.

The Editorial Boards - Early Childhood, School Age, Teen, Parent/Family, Community, and HPHC - utilized the latest technologies to review resources, discuss program issues, and



Arkansas: Families enjoy an activity at Family Night Out.

CYFERnet
<http://www.cyfernet.org>



California: 4-H Bloco dancers after a performance at San Francisco Carnaval, a parade that celebrates cultural dance and music.

Michigan

"Developing Our Understanding and Capacity to Boost Literacy Education with KCLICK!"

Robert D. Keith
keithr@msue.msu.edu
Norm Lownds
lownds@msu.edu

Minnesota

"University of Minnesota Site Based Positive Out of School Time Project"

Lucia Orcutt
orcut003@umn.edu

Mississippi

"Bridging the Gap Between Home, School, and Community"

Susan Holder
susanh@ext.msstate.edu



Florida: While learning about character traits, youth express the meaning of those traits using their own artistic creations.



Georgia: youth learn about bicycle care and safety during safety week.

post information on CYFERnet. Each Board conducted trainings, provided resources and marketed CYFERnet to the public to continue expansion of resources and increase the capacity of youth development and family program professionals. The Program team conducted 20 interactive telephone or web-based trainings on such topics as Maximizing Assets of Diverse Communities, Managing Work and Life, Positive Youth Development and Academic Success, and Promoting Adolescent Health. Approximately 400 people participated in the trainings. Resources from these trainings and the trainings themselves were archived in the CYFERnet database.

A major programming thrust during the past year was on the expansion of the “Strengthening Programs to Reach Diverse Audiences” curriculum developed through CYFERnet. A preconference at CYFAR 2004 and five trainings were offered as an extension of the outreach of these resources. All diversity resources developed have been reviewed and posted on CYFERnet. The diversity team won the NEAFCS Mary Wells National Diversity Award and the “Strengthening Programs to Reach Diverse Audiences” curriculum was reviewed and accepted into the National 4-H Juried Curriculum Library.

The CYFERnet-Program Editorial Boards were charged with reviewing the research base behind programs in their respective areas to develop guiding principles, key components for effective programming. The guiding principles are based on research, empirical information, consensus, and individual experience. These principles will provide guidance to State Project Directors as they develop future program directions.

Missouri

“Missouri Family and Community Resource Program”
 Tammy M. Gillespie
gillespiet@missouri.edu
 Brenda Proctor
proctorb@missouri.edu

Montana

“Building Community Strengths in Montana”
 Sandra J. Bailey
baileys@montana.edu

Nebraska

“Communities Together Can”
 Vickie Greve
vgreve1@unl.edu
 Gary Heusel
gheusel1@unl.edu

CYFERnet-Technology

Project Directors: Trudy Dunham and Bob Rubinyi, University of Minnesota Extension Service

CYFERnet-Technology manages an extensive collection of resources on the CYFERnet Web site. A “what’s new” update feature was added to automatically display new resources on the CYFERnet home page and send notices to a subscribers list. A new technology Web log (blog) linked to CYFERnet enhances awareness of technology innovations and resources that support the use and application of technology in community programs. Resources are added and updated regularly in the Technology area of the CYFERnet database that support technology use in program collaboration and administration, integration of technology throughout all youth and family programs, and technology-as-content programs.

CYFERnet-Technology offers quality educational programs to CYFAR participants and the Cooperative Extension system. It funded and arranged for a series of highly successful interactive teleconferences and online trainings on such topics as adolescent health, working with diverse audiences, youth development and using technology in programs. Team members presented five technology workshops at CYFAR, and CYFAR workshop resource materials and streaming video of the keynote presentations were made available on CYFERnet.

Team members provided leadership in the planning, administration and implementation of the 2004 National 4-H Technology Leadership Conference in St. Louis. The 350 delegates from 40 states participated in 10 technology tracks that provided intensive training in areas like GIS/GPS, robotics, digital photography, Web page design and computer systems. Conference delegates conducted a community service project



Hawaii: Teens participate in a sand sculpture learning experience, strengthening their skills in team-work, communication, and creativity.



Iowa: Three girls in the summer community garden program show off the cabbage that they grew.

Nevada

“New Communities Give Juveniles a Chance to Change”

William P. Evans
evans@unr.nevada.edu
Marilyn Smith
smithm@unce.unr.edu

New Hampshire

“NH Promise with CLASS”

Paula J. Gregory
paula.gregory@unh.edu

New Jersey

“Cultivating Youth and Communities for Positive Futures”

Ginny Powell,
gpowell@aesop.rutgers.edu
Rita Natale Saathoff,
natale@aesop.rutgers.edu
Alayne Torretta,
toretta@aesop.rutgers.edu



Idaho: Youth work together on a creative poster project.

to collect valuable geospatial data at Forest Park, site of the 1904 World's Fair, for the park rangers.

CYFERnet-Technology recruited, trained and worked with the National 4-H Youth Technology Leadership Team. At National 4-H Conference, they taught several workshops, took conference photos and posted to an online "photo blog," produced a video of the Conference song, and designed and managed the Web site. At the National 4-H Technology Conference, the tech team presented two seminars and served in a variety of leadership roles.

CYFERnet-Evaluation

Exemplary Program Evaluations

http://ag.arizona.edu/fcs/cyfernet/cyfar/exmplry_pgms/index.htm

Project Directors: Sherry Betts and Donna Peterson, University of Arizona; and Jay Mancini and Lydia Marek, Virginia Tech

Throughout 2004, CYFERnet evaluation utilized a variety of techniques in providing resources and assistance to state CYFAR programs. The team participated in a variety of conference calls and meetings in an effort to provide CYFAR states with current information and evaluation techniques. In addition they continued in several ongoing projects such as the third round of the Organizational Change Survey.



Kentucky: Children use Smoker's Roulette to learn about the health dangers of smoking.

During the 2004 CYFAR Conference in Seattle, the team conducted sessions on Exemplary Evaluation and Program Sustainability. In July, the Team provided training to liaisons in CYFERnet evaluation resources as well as an evaluation and sustainability orientation for New Community Projects during the CYFERnet team meeting in Washington, D.C.

Looking to the future, the team developed evaluation and sustainability guiding principles for future CYFAR programs. In

New Mexico

"Building on the Strengths of New Mexico's Families"
Diana S. Del Campo
ddelcamp@nmsu.edu

New York

"Youth Voice United for Safe and Supported Communities"
Stephen E. Goggin
seg12@cornell.edu

North Carolina

"Strengthening North Carolina Communities for our Children, Youth, and Families"
Susan S. Jakes
susan_jakes@ncsu.edu

addition they continued to review new resources and Web sites and post their findings to CYFERnet. The team continuously posted new information in a variety of areas dealing with evaluation.

The team collaborated with a variety of organizations during 2004, presenting at the Association for International Agriculture and Extension Education, American Evaluation Association, the centers for Disease Control, and National Council on Family Relations. They also published articles in Family Relations, Journal of Community Practice and the Family and Consumer Sciences Research Journal.

Extension CARES for America's Youth Initiative

Project Director: Marlene Glasscock, Kansas State University.

Over the past seven years, the Extension CARES Initiative (ECI) has directed new and existing resources to achieve the vision *that all children and youth are in safe, healthy, caring, and enriching environments when they are away from their parents.* The ECI and CYFERnet collaboration has provided ongoing technical assistance and training to Extension programs across the country.

The Early Care and Education committee continues to offer and expand the topics for the "Extension Cares...Independent Course for Early Childhood Professionals." CYFERnet manages the National Network for Child Care (NNCC) web site. Currently there are 2, 079 peer reviewed resources from all 50 states. The site continues to receive over 4 million hits per year or 1.7 million unique users.

The NNCC Connections newsletter targets family, center based and school-age child care staff and providers. Over 50,000



Massachusetts: Youth learn to use a hand-held computer for a public street tree inventory in an environmental stewardship project.

NNCC
<http://www.nncc.org>



Maryland: Real hands-on learning takes place at the lake during an after school adventure in western Maryland.

North Dakota

"Building Connections on Standing Rock and Home on the Range"
Karin Bartoszuk
karin.bartoszuk@ndsu.nodak.edu
Francis Pleban
francis.pleban@ndsu.nodak.edu

Ohio

"Ohio Family and Youth Initiative"
Jeff King
king.20@osu.edu
Joyce McDowell
mcdowell.1@osu.edu

Oklahoma

"Oklahoma New Communities Project"
Janice R. Hermann
jrher@okstate.edu



Maine: Youth spend a day rock wall climbing, as they build confidence and practice safety skills

4-H Afterschool

<http://www.4hafterschool.org>



Missouri: Youth and adults from across the nation explored Forest Park in St Louis for a geospatial service project. Missouri hosted the 2004 National 4-H Youth Technology Leadership Conference.

newsletters were downloaded from the web site to be copied and distributed across the United States and abroad.

The School-Age Care (4-H Afterschool) committee supports efforts for 4-H programming in after-school settings. State and county Cooperative Extension professionals are training after-school staff, providing 4-H and CES curricula to youth in after-school programs, and organizing 4-H clubs in after-school programs. A fourth 4-H Afterschool Resource Guide is being developed to assist Extension professionals in organizing after-school programs in local communities.

The Working with Teens in Non-School Time committee completed a web-based National Study of Staff Characteristics and Promotion of Youth Development.

Findings indicated that having youth development related formal education and specialized training programs leads to increased self-reported competency levels among program staff. Also, individuals who rated their competencies highest were more likely to be satisfied with their jobs and see themselves continuing to work in the youth development field.

The ECI Evaluation Committee provided leadership for the implementation of a web based reporting and evaluation system. Cooperative Extension System programs, 4-H Afterschool, and the Rural Youth Development projects used the ECI system. Training and technical assistance is provided by the University of Georgia and Mississippi State University.

CYFAR Conference

Mary Dean and Louise Parker, Washington State University CYFAR Project Directors, headed a 73 member conference planning committee for *CYFAR 2004* in Seattle, Washington in

Oregon

"Engaging Latino Youth and Families in Community-Based Educational Programs"
Beverly B. Hobbs
beverly.hobbs@oregonstate.edu

Pennsylvania

"Youth Engaged in Technology"
Daniel F. Perkins
dfp102@psu.edu

Puerto Rico

"Empower Parents to Raise Successful Kids"
Carmen O. Gomez
colgagomez@latinmail.com

May. Sharon Wright, CSREES National Program Leader and Mike Tate, Extension Director, Washington State University, welcomed over 700 university and county extension faculty, military partners from the U.S. Army, U.S. Air Force, and other youth and family organizations from across the US to the conference.

Lt. Colonel Beverly White, Washington National Guard; M.-A. Lucas, Director, Army Child and Youth Services, Headquarters, Department of the Army; and Michael Cooley, Iowa National Youth Directions Council keynoted with *Supporting Military Youth and Families* emphasizing how 4-H and Extension personnel are responding to critical needs in their communities.

In other keynotes, Daniella Anderson Rin Hover, a student at Trinity College, described her experience in the foster care system, and Britt Rios-Ellis, California State University, Long Beach, presented *Latino Families Mobilizing to Improve their Lives – Reaching the Hardly-Reached*. New Dawn Native Dancers, Pelathe Community Resource Center, Lawrence, Kansas and the *Las Mariposas Dance Group*, Mason County, Washington, performed colorful dances at two of the general sessions.

Anna-Mae Kobbe, CSREES Director, Family Consumer Sciences and Nutrition, presented USDA Certificates of Appreciation to Missouri's Irondale Community Computing Lab for their exemplary evaluation and to universities of Mississippi, Puerto Rico, South Carolina, Virgin Islands, Texas, Utah, and West Virginia, for successful completion of five years of CYFAR programming.

CYFAR 2004 featured nearly 100 workshops, computer labs, interacts, and poster sessions on a broad range of children, youth, family and community issues. Share Fair had over 80 displays and exhibits by community, university and military



Mississippi: City 4-H members learned life skills and character through camping experiences.

CYFAR 2004 Proceedings
<http://www.cyfernet.org/cyfar2004.html>



Montana: The CYFAR program director provides homework assistance.

Rhode Island

"FACE IT: Families & Communities Engaged in Issues Together"
 Phyllis Lamidi
 plamidi@uri.edu
 Marilyn Martin
 mmartin@uri.edu

South Carolina

"Partners for South Carolina Communities"
 Barbara A. Brown
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Tennessee

"Strengthening Community Programs in Tennessee - A New Beginning"
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New Jersey: Youth partners carefully bag Jersey Fresh produce.

partners. CYFERnet professionals presented pre-conference sessions and computer labs throughout the week. Research Presenters included: Jay A. Mancini, Virginia Polytechnic Institute and State University; Heather Weiss, Harvard Family Research Project; Francisco A. Villarruel, Michigan State University; and H. Wallace Goddard, University of Arkansas.

Conference participants cited “Networking with others, actual resources I came home with-ready to put to use; the strategy help in reaching diverse audiences; validation of personal work by colleagues who expressed excitement at how it applied to their lives/work; time for quality engagement in scholarly discussions balanced by the sheer fun of meeting friendly people who bring insight from far away places or differing perspectives” as some benefits of the CYFAR 2004 Conference.

4-H 101 Continues to Impact Military and Extension Youth Professionals

The 4-H 101 training, developed to assist Army staff establish 4-H Clubs, continues to make great impact in Military and Extension communities. By the end of 2004, Child and Youth Services staff from all Army installations and Family Member Program staff from all Air Force bases in the United States and overseas had completed the 4-H 101 training. Both Army and Air Force youth programs continue to expand 4-H clubs and increase 4-H enrollment in the counties and states with a Military presence.



New Mexico: A mom and daughter enjoy CYFAR parenting education programs.

In February 2004, a 4-H 101 train-the-trainer program was conducted for Extension personnel from 18 states and 1 territory. To date, 198 Army staff and 140 Air Force staff in Europe, Korea, Japan, Kwajalein and the United States and 89 Extension/4-H staff have participated in one of the fourteen 4-H 101 training conferences. Maryland has adopted the Army’s 4-H clubs in

Texas

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Europe, and Hawaii supports Army 4-H clubs in Japan and Kwajalein. Florida supports Air Force 4-H programs on European bases. Arizona works with Air Force base 4-H programs in Korea. These four states take responsibility for chartering clubs, enrolling members, and training and technical assistance needs for the Military 4-H programs abroad and have been instrumental in the 4-H 101 trainings.

The 4-H 101 Manual and Training Materials are now available on a CD-ROM. The CD has been distributed to all of the participants who attended a 4-H 101 training session and to Extension offices in most states. The 4-H 101 Manual will be submitted to the juried process for the National 4-H Curriculum Collection in 2005. Marlene Glasscock, Kansas State, and David Brittain, NC State, coordinate 4-H 101 trainings.



Nevada: Five CYFAR program graduates from the Duck Valley Indian Reservation participated in the opening of the National Museum of the American Indian in Washington.

Military Partnerships for Youth and Families

CSREES and Land Grant Universities partner with US Army and US Air Force to develop resources to benefit military youth and families. The partnerships have since 1994, provided educational programs for youth and research for military staff working with families. There has been a consistent and purposeful commitment to involve collaborations of Extension faculty in the projects, and to disseminate resulting resources and trainings among Extension youth and family professionals. Programs are increasingly integrated into the ongoing work and mission of Cooperative Extension.



Ohio: Youth in the 4-H Afterschool program at Adventure Central improve science literacy through hand-on activities like stream studies.

4-H and Extension are recognized as valuable resources for providing youth and family programs and as skilled leaders in catalyzing community action to meet critical needs. Hawaii's State 4-H Military Liaison, Claire Nakatsuka, was presented the second **Army Salute Award** in recognition for her commitment to building and supporting Army 4-H clubs in Hawaii.

Virgin Islands

"Partnerships in Promoting Children, Youth, and Family Strengths in the USVI"
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Virginia

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Washington

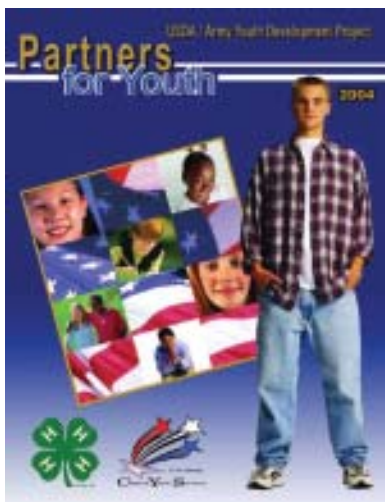
"Cultivating Community Strengths Together - CCST"
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A 4-H member writes a thank you letter to a Soldier as part of an Operation: Military Kids community service project.

Operation: Military Kids
www.operationmilitarykids.org

USDA/AYDP
www.usda-army-ydp.org



The USDA /Army Youth Development Project

The effects of the global war on terrorism dominated the work of the USDA/Army Youth Development Project (YDP). In 2004 State 4-H Military Liaisons and their National 4-H Youth Directions Council representatives worked with National 4-H Headquarters and Army staff to develop an outreach initiative to serve children and youth of deployed Army National Guard and Army Reserve Soldiers in communities across the country.

Operation: Military Kids (OMK) focuses on services for “newly military” youth who, until their parents were deployed, did not have a day to day military connection and now find their lives changed dramatically! These youth often assume additional family responsibilities and find themselves without the support systems available to military youth on post. The intent of *OMK* is to form community support networks to help reduce the stress associated with a parent’s assignment in a combat area and to educate the community at large about the impact of deployments on local military youth.

OMK was launched by 4-H and Army teens at the National 4-H Conference in March, 2004, and featured at the 2004 CYFAR Conference. Army teens at Ft. Meade, Maryland produced a video to tell the *OMK* story. Youth at National 4-H Conference assembled “HERO PACKS” and distributed them to military youth in their states. Fifteen State 4-H Military Liaisons received *OMK* grants. Darrin Allen, VA Tech, is national *OMK* coordinator.

Twenty four Extension professionals from 15 Land Grant Universities are on assignment to the YDP. Accomplishments in 2004 beyond *OMK* include distribution of the “4-H 101” Manual CD ROM to 4-H and Military staff; selection of Army teens to the National 4-H Technology Team and National 4-H Conference Planning Committee; participation of N4-HYDC teens in the Army Teen Panel; fielding 38 new Youth Technology Labs at 18 Army

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USDA/Army Youth Development Project

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installations; and conducting “technology” training for Army staff. Faculty at Auburn University, Kansas State University, Virginia Tech, and University of Maryland have continued their invaluable support to all aspects of this complex collaboration which has played a significant role in meeting the youth development mission of Army Child and Youth Services and National 4-H Headquarters.

4-H and Air Force Partnerships

Arkansas 4-H faculty and AF Youth Program specialists designed and initiated the first ever USAF 4-H Adventure Camps — teen camps in June and July 2004 at the C.A. Vines Arkansas 4-H Center. The camps provided teens of active Air Force military personnel the opportunity to develop life skills in an adventure camp environment. The educational programs and camping activities were designed around an adventure theme and were conducted utilizing experiential learning methods, individual and group participation and achievement. The three 4-H 101 trainings in 2004 for Air Force staff were a joint effort of Air Force Family Member Programs and CSREES and the training team was a collaboration of both Air Force and 4-H and Extension professionals. A total of one hundred and forty Air Force staff attended 4-H 101 training conferences and are utilizing the resources to begin 4-H clubs on Air Force bases.

CSREES/Virginia Tech/Air Force Collaborative Research Projects

Extension professionals and land-grant university social scientists have been collaborating with the U.S. Air Force (USAF) through this partnership since 1995. During 2004, the Measuring Air Force Family Violence Project, continued the development of several research initiatives and the USAF Family Violence Prevention and Intervention Project was initiated.



Pennsylvania: A Youth Engaged in Technology (YET) member teaches seniors basic computer skills at one of seven workshops offered by the YET club.



The first USAF 4-H Adventure Camps, similar to the one pictured above, were conducted by AF youth program staff and Arkansas 4-H faculty.

USDA/Army Youth Development Project

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Texas: Youth learn entrepreneurship skills as they operate their own business.



Virgin Islands: CYFAR youth put the finishing touches on their art project.

Measuring Air Force Family Violence Project

Maltreatment Assessment Project: Virginia Tech continued the development of a tool that military family services program professionals can use to more accurately assess the risk of instances of future violence in cases of spousal abuse and child abuse occurring within military families. The project began in 2000 with exploratory work at a several Air Force (AF) bases, but has expanded to work at 12 installations of all the military services. The project was led by Dr. Sandra Stith of Virginia Tech's Department of Human Development.

Development of Algorithms for estimating family violence rates in Air Force Communities - Stage 3 is a continuation of work begun in 1998 to develop an algorithm for estimating the prevalences of seven forms of family maltreatment in the Air Force. This phase solidifies and extends previous research efforts by building command support to include family maltreatment issues in the 2005 AF Community Assessment (North Star) study, testing the validity of family maltreatment questions used in that study, and collaborating with AF program managers who administer the study and disseminate results. For 2004, Kadena AF Base in Japan was added as the fourth site for piloting the North Star study to provide a more thorough pretest of the use of algorithms for forecasting the recurrence of family maltreatment. Drs. Amy Slep and Richard Heyman of SUNY Stony Brook lead this research.

Evaluation process for making reliable family maltreatment substantiation decisions: Drs. Amy Slep and Richard Heyman, SUNY, Stony Brook test the reliability of maltreatment definitions developed in earlier phases of this project, and assist the AF Family Advocacy staff in implementing a new committee structure for adjudicating family maltreatment allegations.

4-H/Army & 4-H/Air Force Partnerships

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USDA/ Air Force Research & Youth Collaboration Project

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Air Force Medical Support Agency	Washington, DC
Office of Surgeon General	
Brooks City-Base, TX	

Family Advocacy System of Records (FASOR) database - management assistance and analysis project: This project was initiated to assist the managers of the AF Family Advocacy Program more clearly understand and effectively use their FASOR data base as a tool for accurately assessing family maltreatment within the AF, and to implement timely and appropriate treatment processes for their clients. The project involves the translation of the FASOR data base files into a format suitable for statistical analyses, to include an examination of variable formats and labels as well as associated values and value labels, with adjustments made as needed. Dr. Joel Milner of Northern Illinois University lead this research.



Washington: Youth learn to dance salsa.

USAF Family Violence Prevention and Intervention Project

Evaluating dissemination of reliable family maltreatment definitions and decision processes: This initiative seeks to improve processes used by USAF commanders and Family Advocacy program managers to determine if maltreatment has occurred within a family. Currently being conducted at five AF bases, this project will be expanded over the next three years to 79 AF installations worldwide. Consistent with recommendations of the DoD Domestic Violence Task Force, the USAF's Central Registry Board emphasis on commander involvement in domestic violence incidents is believed likely to increase offender accountability. Drs. Amy Slep and Richard Heyman of SUNY Stony Brook lead this research.



Wisconsin: Youth in grades 3 to 5 learned principles of science in their CYFAR summer 4-H Club experience.

Military 4-H Grants – Army, Air Force and 4-H

National 4-H Headquarters, U.S. Department of Agriculture, U.S. Army Child and Youth Services, and U.S. Air Force Family Member Programs continued Military 4-H Grants to provide county 4-H staff funding to establish 4-H clubs on military installations and to integrate them into ongoing 4-H

USDA/ Air Force Research & Youth Collaboration Project

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programs. In 2004, Military 4-H Grants provided more than \$750,000 to establish and maintain 4-H clubs in 27 states and US Territories. While both the Army and Air Force have made the commitment to covering all curriculum and registration costs for their youth in 4-H programs, this grant funding is used for staff, enrollment materials, 4-H media, newsletters, travel for state and county staff to installations, and training for military 4-H leaders as well as activity costs.

Contingent upon availability of funds, the intent of this program is to continue funding additional projects as well as maintain established programs each subsequent year. State 4-H Military Liaisons submit grant applications, serve as project directors for the grants, coordinate 4-H/ Military partnerships and educate citizens in regards to the needs of children and youth of military families. The states receiving grants were: **Colorado, Kansas, Mississippi, South Carolina, Alaska, Delaware, North Dakota, Illinois, Montana, Nebraska, Nevada, New Jersey, New York, Ohio, Washington, Hawaii, Idaho, Massachusetts, Arizona, Florida, Georgia, Kentucky, Missouri, North Carolina, Oklahoma, Utah and Guam.**

CYFAR Home Page:
<http://www.csrees.usda.gov/cyfar/>

CYFAR Community Projects Database:
<http://www.cyfernet.org/databases/cyfarreporting/public/>



Ohio



Idaho



Florida



Massachusetts



New Jersey



Maine



California



Wisconsin

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Janice Clark, Program Specialist, CYFAR Reporting & Data

Lisa Hampton, Head Secretary, Youth Development

Cover: A member of Pennsylvania's Youth Engaged in Technology (YET) CYFAR project experiments with a semiconductor using liquid nitrogen at a summer Nanotech Camp at Penn State University.



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